



Pon the conversion of many School-Masters, and Gentlemen, from their fond Opinions, in teaching the Hebrue, Greek, and Latine Tongues, upon mature advise and earnest request of many godly, conscientious, learned men, interessed in Church and Common-wealth; These Quæries and Propositions ( with some Additions ) are again set forth to the Free-Schools, and other Schooles in London or thereabouts ; with a brief Syntaxis

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Revised by the Author THOMAS GRANTHAM.

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Certain Quarries and Propositions presented to  
all the Schooles in and about the City  
of *L O N D O N*.

I.

**F**rench and other Languages harder then the Latine, and far more different, are learned with a great deale of pleasure, and following other affaires, to speak, write and understand perfectly; And we are ten or twelve yeares at School in more torment then in Bridewell, and can neither speak, write nor understand perfectly; and not one of a hundre I in that time gets such a smattering of the Latine, as to be fit for the University: Nay, the Masters themselves, though they have taught school and studied thirty or forty years, yet they cannot speak, or hardly write a piece of Latine presently. This rightly considered, I desire to know whether the School-Masters will maintain this to be a conscientious way of Teaching, and a method that deserves such great revenues as they have for several Masters in a School.

2.

The Grammar, the Rules of Latine, are more then the Latine Tongue it self, then the *Ianua*, in which is comprehended all the Latine words, and diversities of words, for one and the same thing. The *Ianua* is but six sheets, and may be read over in ten dayes, and the sixth part is onely necessary, and may be read over in ten hours: For what need any man know all the terms of Sea-men, of Smiths, of Artillery, the Names of Sea-monsters, Plants, Hearbs, Exotick. Then a Grammar is not onely three times

times bigger, but a hundred times more difficult; the defects, absurdities, obscuritie, getting without booke, and the tedious Expositions of the Master, takes up at least ten yeares: Now if the grounds require ten yeares, and the Language it selfe onely ten houres; let any man judge if this be a method of any reason or common sence.

## 3.

There are bookes lately licensed by authority, and generally approved by Schoole-masters, which make the way of teaching far more tedious then ever it was. A book called the *English Accidence*, amongst many Errours hath this grosse one (hee would have a child stay so long in English, before hee learne Latine, as to understand what part of speech every latine word, what Sintaxis, what ordering it will have) now I say this must require long time and understanding; for these are tearmes of Art, and doe not easily fall within the Circumference of a childs shallow braine, you may confute this by one instance, suppose two Children one a witty child the other a kind of an Innocent, the Innocent shall speake as soone and as much of the Language as the wisest child, now the child that is foolish will never be capable of the ground, nay not one of a hundred of the wittiest being very young, And if they be; they will be three or foure years before they come to the least degree, and a child of foure yeares of age shall speake more French, Latin, any Language hee hath been brought up in then they, hence I conclude this way a tedious and Irksome way to a greene, and weak, and not growne capacity. You may see in that book, a congregation of about fifty Pronounes, hee perswades also to get without booke, his words are these, *forgetting by heart let him to that work on Gods name*: Now I say, what Rhetorick, what Logick, what mystery is there in this word, to perswade a man to that which is contrary to common sence.

## 4.

Is it any Religion or Justice to accuse me of that thing they are ten times more guilty of themselves? They say many mis-



carry under me, but I am sure, under them a hundred for my  
 one: I have taught in *London* but this three yeares and a little  
 more; for this two years I have dealt thus with all, If in a Month  
 I see the Boy will not give his mind to learning, then we part;  
 if he doe; for so much money, I will fit him for the University in  
 a short time: But they keep them, profit or profit not, ten or  
 twelve years, till they be of that bulk as to be prest for Souldiers.  
 And here I (might justly require those they enticed from me, if  
 they were no Schollers when they went, they continued two or  
 three years at the Free-Schools in the same state of ignorance;  
 and those who had any Learning were never a pin the better,  
 by reason their Method is so different from ours. I cannot stand  
 to reckon up the miserie: that have come to this Common-  
 Wealth by these School-Masters: How many are there now  
 a dayes that would do any thing to have but so much learning as  
 to satisfie their own consciences; but the tedious way they have  
 gone at Schools, and conceits that School-Masters puts into their  
 heads, makes every thing incredible to them: then consider how  
 miserably they foyle & cumber youth to the spending of their  
 spirits, hazard, danger, and sometimes losse of life. Boyes that are  
 but of tender years as twelve or thirteen (if up night and day to  
 make Theames and Verses) Schollers know that the word *Poet*  
 comes of the Greek word, that signifies, *to make*, if a Boy have  
 no reading nothing to make a thing on: How can he make it?  
 It is as much as most Masters of Art in the University can doe  
 to make a Sermon half an hour long; As for School-Masters,  
 not one of a hundred is able, and a Theame is farre harder:  
 they make that they cannot do themselves. Will any man bid a  
 Boy make a Theam in French, before he half understands it, and  
 whip him for every fault? Let a Boy have yeares, skill in the  
 Language, a good treasure and store of reading, and if he cannot  
 make a Theam better then many School-Masters now in Print,  
 he hath very ill luck. But some Masters will say, they dictate;  
 alas! it is but dry stuff, a Boy takes more delight in an Author.  
 Then, by this tedious way the Female Sex altogether despaires  
 of Learning, although their opportunities be far more, they  
 have no professions, nor so many companions, delights to draw  
 them away: I'll undertake in two Months, allowing an houre a  
 day

day, to make any Maid of eleven years of age, especially if she have a little French, as good a Scholler in the Hebrew, Greek, and Latine, as most Boyes in *England* of her Age. Then Boyes are deterr'd from Learning when they must be two seven years under the lash. The boarding Schooles in the Countrey for the Gentry, are far more ridiculous then these: they have all the conveniences night and day for speaking, writing, reading, and yet they are ten times worse then your Free-Schooles. By this tedious way of Teaching, men of admirable parts are sleighted, because they want a little Hebrew or Greek, which a plodding dull ill-bred Scholler may get. Give me a man that at the storming of a Town, or when the Battle is in Array, makes such a Speech that the Souldiers shall fight more couragiously, then if they had both the Indies for their pay. Consider also by this tedious way the abundance of spungie slack Divines, that suck up sence and not sence, and vent it by retaile, These men are glad to spel the Hebrew, and stammer at the Greek, when their beards are grown so big, you may cut the Kings Arms in them. These men are not able to preach, unlesse they light of a parcel of Newes, or fall upon Kings or Committees, or for varieties sake fall upon the Bishops & Pope. Let me conclude all with *Plato*, He wondered how the South-sayers could forbear laughing, when they saw one another, to think how they gulled the common people; the like may I say of these School-Masters.

## 5.

Ido not hold it fit that any School in London should have any constant revenues, Let there be three or fovre Masters teach in severall places, he that can fit them in the shortest time; let him have the most money; let the second, third, and fourth, and as many as there be, have according to their deserts: For by three or foure ill Masters in a Schoole, many Generations may be spoiled, and constant meanes makes men idle.

## 6.

For these two years and upwards, my schollers have challenged and contended with the best schooles in London, and their best Schollers.

schollers, and have been victorious over them; and at this very present let them take all the schools in London and England, and I have one of twelve yeares of age shall contend with any of his age in the Hebrue, Greek, and Latine, who consters and understands the grounds best, Verse, or Prose. They shall have gold to silver layd on it, although they have great odds against us. I teach but foure hours of a day at most, and they teach ten at least; besides, their mighty taskes at night. they teach with a great deale of butcherly cruelty (as Brinsley calls it) I with no correction at all for the book; and although I teach thus easily, thus pleasantly and stand for the liberty of the subject, yet the School-Masters by their cunning malice, possesse their schollers with an ill conceit of me. Is there never a *Gam list* amongst you; If my way be good, all your subtilties and devices are in vain: If it be nought, it will fall of it self, or would have fallen ere this, and never have endured a four years violent siege. At the last, take but notice of the impudence of these men, whosoever professe to teach a speedier way then they, he is presently a Mountebank, although he doe nothing but what he hath authority, reason and experience for: was *Erasmus*, *Ascham*, Tutor to *Q. Elizabeth*, *Brinsley*, *Web*, were all these, and many more, and all that follow them Mountebanks: Was King *James*, Queen *Elizabeth*, *K. Charles*, and many Noblemen to whom their books were dedicated, were all these patrons of Mountebanks, Quacks, and Cheaters? let me tell you that have a Whores fore-head and cannot be ashamed, I'll prove it before Auhoritty, that I have sent and fitted more for the University in one year, then all the Schooles in *London*, or thereabouts have done in ten. I undertake to fit one for the University in two Moneths, I have done it in five Weekes upon one that could but reade English; Witnesse many in *London* of great repute, and Trinity Colledge in *Cambridge*, into which he is with great credit received.

*This Lash hath just six Knots, but thou must know,  
My Muse incens'd threatens a greater blow:  
Unlesse thou mend; for I'll thee naked strip  
And scourge thee with a sixteen-knotted Whip.*





Verſes to the Grammar.

**I**F this Abortive dye, I'm thus far croſt  
 The life and light of one half day is loſt :  
 But if thou liv'ſt, hereafter few ſhall tell  
 Whether the Stars in Heaven or Earth excell.  
 When ſeverall tongues were ſpoke, then did appeare  
 God in thoſe Tongues and Angels came to hear.  
 The Sun and Zodiac, and twelve ſignes gave light  
 With us below, and darkneſſe put to flight.  
 The Tongues belov'd of God, and His, are Greek,  
 Hebrew, and Latine, theſe, then, muſt you ſeek,  
 And Angels will come down to parley here,  
 And likewise will invite you to their Sphear.  
 Now if my Book fall under potent ſcorne,  
 Let all men know 'twas dead as ſoon as borne.

## GRANTHAM His SYNTAXIS.

**T**He abuses of Grammar have been very many, especially in teaching a Noun and a Verb the principall parts of it, which, because I can more easily reform in half a quarter of an hours discourse, then in many hours writing the words & rules: therefore my task at this present shall be the making of Latine. And all this shall be done by the second side of Grammar (which hath stood all changes of time, and hath no Article against it;) suppose in this example, *cupidus auri* covetous of money; a boy being asked why *auri* is the genitive case? what need he burden a boyes memory with that rule. *Adjectives* that signifie desire, knowledge & when this rule will serve; The Genitive case is known by this token *Of*: after this manner I run through all the cases, knowing that every one who hath or will reade the English Rules may easily understand me. The Nominative case cometh before the Verb, and answereth to this question, *who, or what*, as *Magister docet*, the Master teacheth: and the Nominative case shall in making and construing Latine be set before the Verb; *Sum, forem, fio, existo*, and certain Verbs passives: as *Dicor, vocor, salutor, appellor, habeor, existimor, videor*, and other like, will have such case after them, as they have before them: as, *Fama est malum*. The Genitive case is known by this token *Of*, and answereth to this question, *whose, or whereof*, as, *Doctrina Magistri*, the learning of the Master, *Puer bonae indolis, Cupidus auri, aliquis nostrum, Cicero Oratorum eloquentissimus, Expertus omnium, haec vestis est patris, yeminiscor historiae, me civitatis laedet*. The Dative case is known by this token, *to, or for*, as *do librum Magistro, Labor est utilis corpori, non omnibus dormio*. The Accusative case followeth the Verb, and the Adjective, and answereth to this question, *whom, or what*, as *Amo Magistrum*, I love the Master, *Turvis alla centum pedes, usus promptos facit, Gaudeo Gaudium, Rogo te pecuniam, Hyemem totam stertis, Pedem hinc ne discefferis, eo romam, Oportet aliquem esse*. The Vocative case the boy knowes by his often whipping, as *O Magister*, oh Master. The Ablative case is commonly joyned with prepositions, serving to the ablative case, as, *de Magistro*, of the Master, *coram Magistro* before the Master: also, in, with, through, for, from, by, and then after the comparative degree, be signes of the ablative case; *Copius abundans, Dignus, indignus, praedictus, captus, contentus*, have this case, *Ferit eum gladio, Emptus sum argento, accepit literas a Petro, praefero hunc multis gradibus, Vivo in Anglia, Opus est mihi tuo iudicio*. I have left something to the discretion of the Master, imitating that great Grammarian *Cambden* in the beginning of his *Prosodia*, supposing the Master is able to shew his Declensions, Gerrands, Supines: To whom I wish a I successe.

If any thinke these Rules to be few, let him know the best Linguists had fewer, *Ascham* saith, *Queen Elizabeth* learned no more of Grammar but a Noun and a Verb, and the Concordes, and she was as good a Scholler as a Queen, and as good a Queen as a Scholler. *Methridates* had two and twenty Languages very young, what Grammar went he by? my Lord *Montaign* saith in his *Essayes*, he spake latine as perfectly at six years of age, as any, their Mother Tongue, without any GRAMMAR at all; for then he could not conceive it. At last, let me admonish all you School-Masters, In the Church of God are sheep, in the Schooles Lambes, have a care, and God blesse your care: To whom be glory for ever, Amen.

F I N I S.